DOCUMENT RESUME

ED 355 587 CS 508 121

AUTHOR	Hansen, Tricia L.; Curtis, Dan B.
TITLE	Critical Thinking Resources for the Speech Communications Educator.
INSTITUTION	Speech Communication Association, Annandale, Va.
PUB DATE	Jun 91
NOTE	9p.
AVAILABLE FROM	Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, $1; 6-15 copies, $2; more than 15 copies, $3).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; College Curriculum; *Communication Research; Communication Skills; *Critical Thinking; Higher Education; *Speech Communication; *Speech Instruction; *Thinking Skills
IDENTIFIERS	Speaking Thinking Relationship

ABSTRACT

This annotated bibliography lists books, articles, and other related sources dealing with the areas of speech communication education and critical thinking. Besides works dealing specifically with the area of speech communications, a majority of the sources focus primarily on the general topic of critical thinking, its value to secondary and higher education curricula, and its relation to various fields of study, including English, literature, reading and writing instruction. The 79 citations are organized under the following headings: (1) Speech Communication; (2) General (Articles); and (3) General (Books). (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED355587

CRITICAL THINKING RESOURCES FOR THE SPEECH COMMUNICATION EDUCATOR

Tricia L. Hansen
University of Nebraska at Kearney/Kearney State College

&

Dan B. Curtis, Ph.D.
Central Missouri State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ann West
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

June 1991

Distributed by the Speech Communication Association, 5105 Backlick Rd., Bldg. E, Annandale, VA 22003. This bibliography may be reproduced for free distribution without the permission of the Speech Communication Association.

SPEECH COMMUNICATION

Activities to promote critical thinking: Classroom practices in teaching English 1986. (1986). 158 p.; Prepared by the National Council of Teachers of English Committee on Classroom Practices in Teaching English. (ERIC Document Reproduction Service No. ED 273 985) This collection of teaching ideas outlines ways to teach thinking processes in classes of literature and composition. Highlighted are the areas of speaking, listening and critical thinking. Twenty-eight essays are included.

Auten, A. (1983, Feb). The ultimate connection: Reading, listening, writing, speaking—thinking. Reading-Teacher, 36(6), 584-87. (EJ 274 254) Auten examines ERIC materials that discuss the integration of reading, writing, speaking, listening and thinking skills.

Bozik, M. (1987, Nov 5-8). Critical thinking through creative thinking. p. 13.; Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA. (ERIC Document Reproduction Service No. ED 290 173) Bozik explores the connection between critical thinking and creative thinking in general, and in the speech communication classroom.

Colbert, K. R. (1987, Nov 5-8). The effects of CEDA and NDT debate training on critical thinking ability. p. 16.; Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA. (ERIC Document Reproduction Service No. ED 286 228) This study examines the relationship of intercollegiate debating to the critical thinking ability of participants.

East, R. A. (1985, August 8-10). Remote control. p. 12.; Paper presented at the National Forensic League Conference on the State of Debate, Kansas City, MO. (ERIC Document Reproduction Service No. ED 276 083) East discusses the possibility of overcoaching debaters to the detriment of their critical skills, and to the team and to the discipline as a whole.

Fritz, P. A. and Weaver, R. L. (1986, April). Teaching critical thinking skills in the basic speaking course: A liberal arts perspective. Communication Education, 35(2), 174-182. (EJ 334 109) The authors provide structured exercises, based on the divisions of classic rhetoric, as means of teaching critical thinking skills.

Gambell, T. J. (1984, March). Literacy, curriculum, and teacher education. English in Australia, (67), 3-9. (EJ 304 005) Gambell argues that more focus needs given to development of thinking and speaking skills so as to enable students to become capable of critically evaluating daily rhetoric while communicating more articulately.

CS508121

BEST COPY AVAILABLE

Grice, G. L. (1987, Nov 5-8). Instructional strategies for the development of thinking skills. p. 17.; Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA. (ERIC Document Reproduction Service No. ED 287 185) Grice discusses two forms by which thinking skills may be taught: the persuasive approach and the content approach.

Hay, E. A. (1987, Nov 5-8). The critical thinking movement and its implication for the teaching of speech communication. p. 12.; Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA. (ERIC Document Reproduction Service No. ED 290 196) Hay provides a review of literature on teaching critical thinking, and discusses the relevance of the literature to speech communication instruction.

Holmgren, B. R. and Covin, T. M. (1984, Spring). Selective characteristics of preservice professionals. Education, 104 (3), 321-328. (EJ 301 806) Holmgren provides an analysis of preservice professionals' scores on the "Survey of Interpersonal Values" (SIV) and the Watson-Glaser Critical Thinking Appraisal. The surveys' potential for selection tools in selecting preservice professionals is discussed.

Karolides, N. J. (Ed.). (1987, Jan). Beyond the two R's. Wisconsin English Journal, 29(2), p. 36.; (ERIC Document Reproduction Service No. ED 280 027) These six articles deal with components of the language arts, communication, and critical thinking curricula.

Katula, R. A. and Martin, C. A. (1984, April). Teaching critical thinking in the speech communication classroom. Communication Education, 33(2), 160-167. (EJ 297 899) The conceptual patterns approach to rhetorical invention is discussed as a way to help students improve their awareness of and use of thought patterns in composing speeches.

Leeman, R. W. (1987, November 5-8). Taking perspectives: Teaching critical thinking in the argumentation course. p. 24.; Paper presented at the annual Meeting of the Speech Communication Association, Boston, MA. (ERIC Document Reproduction Service No. ED 292 147) Leeman maintains that argumentation courses are well-suited to teaching students to think critically and independently.

Mader, D. C. (1983, April 27-30). A proposed speech-writing sequence for the underprepared student. p. 14.; Paper presented at the Annual Meeting of the Eastern Communication Association, Ocean City, MD. (ERIC Document Reproduction Service No. ED 232 220) The course entails a stimulating taping discussion format which helps students to build the critical thinking skills necessary for effective communication and academic success.

Mader, T. F. and Mader, D. C. (1988, April 27-May 1). The language of critical thinking: Logical exercises and legal cases for use in the speech communication classroom. p. 26.; Paper presented at the Annual Meeting of the Eastern Communication Division, Baltimore, MD. (ERIC Document Reproduction Service No. ED 293 166) "The Language of Critical Thinking Course" is designed to strengthen critical thinking skills by using a legal case study approach.

Moeller, T. G. (1985, Dec). Using classroom debates in teaching developmental psychology. Teaching of Psychology, 12(4), 207-209. (EJ 332 334) Moeller discusses how classroom debates may be used to teach students about controversy and as means by which improved oral and thinking skills may be developed.

Morris, B. Z. (1987, Nov 5-8). From listening to critical thinking analysis: A directed listening approach for the basic course. p. 14.; Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA. (ERIC Document Reproduction Service No. ED 288 231) Morris reasons that the basic public speaking course is a great opportunity to teach critical thinking skills in the form of critical listening.

O'Keefe, V. P. (1986). Affecting critical thinking through speech. p. 52.; ERIC Clearinghouse on Reading and Communication Skills and SCA, Annandale, VA. (ERIC Document Reproduction Service No. ED 267 476) Also available from SCA (address on page 1 of this bib) for $6.00 prepaid. This booklet is intended for teachers, illustrating how spoken language can affect student thinking, and presenting strategies for teaching

critical thinking skills.

Streff, C. R. (1987, Nov 5-8). The role of inner speech in a liberal arts curriculum. p. 23.; Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA. (ERIC Document Reproduction Service No. ED 291 123) Streff argues that exploration of the role of inner speech in cognitive processes can facilitate the development of creative, logical, and critical thinking.

GENERAL

ARTICLES

Beyer, B. K. (1985, April). Critical thinking (Ed.). Social Education, 49(4), 268-310. These articles seek to stimulate educators to think critically about critical thinking and current methods of teaching it. The means of discussion center around social studies education.

Beyer, B. K. (1985, April). Critical thinking: What is it? Social Education, 49(4), 270-276. Beyer discusses what critical thinking is and is not, stating that it essentially is evaluating statements, arguments, and experiences in a careful, precise, and objective manner.

Beyer, B. K. (1984, April). Improving thinking skills: Practical Approaches. Phi Delta Kappan, 65(8), 558-560. Beyer provides a 5-step strategy to answer the question, "What should or can educators do to bring about the improvement in thinking skills that so many people seek and expect?"

Beyer, B. K. (1984, March). Improving thinking skills: Defining the problem. Phi Delta Kappan, 65(7), 486-490. The author provides a definition of the problems inherent in the teaching of thinking skills. He maintains that most teachers do not teach the skills due to five major obstacles.

Brandt, R. (1988, April). On teaching thinking: A conversation with Art Costa. Educational Leadership, 45(7), 10-13. Art Costa recommends that we combine content with the teaching of thinking skills by selecting content for its relationship to thought processes.

Comley, N. R. (1989, Oct). Review: Critical thinking/critical teaching. College English, 51(6), 623-627. Comley reviews Developing Critical Thinkers, S. D. Brookfield; Activities to Promote Critical Thinking, J. Golub and the NCTE Committee on Classroom Practices (Eds.); Teaching Students to Think Critically, S. Meyers; Critical Thinking and Everyday Life, I. Shor; and The Dynamics of Language Learning..., J. R. Squire (Ed.).

Costa, A. L. and Marzano, R. (1987, Oct). Teaching the language of thinking. Educational Leadership, 45(2), 29-33. The authors maintain that the use of specific terminology, strategically critical questions, and creation of new labels to structure new perceptions, enables teachers to use the language of thinking to enhance cognitive development.

Ennis, R. H. (1985, Winter). Critical thinking and the curriculum, Phi Kappa Phi Journal, 65, 28-31. Ennis addresses the controversy over whether critical thinking should be classified as discipline-specificity or topic-specificity, and taught as such.

Ennis, R. H. (1985, Oct). A logical basis for measuring critical thinking skills. Educational Leadership, 43(2), 44-49. Ennis provides an expanded definition of critical thinking, expressing it as "reflective and reasonable thinking that is focused on deciding what to believe or do." He compares it to concepts of higher-order thinking skills, and Bloom's taxonomy.

Ennis, R. H. (1962, Winter). A concept of critical thinking: A proposed basis for research in the teaching and evaluation of critical thinking ability. Harvard Education Review, 32(1), 81-111. Ennis' main objective is to present a clear and detailed concept of critical thinking. He separates critical thinking from creative thinking, identifying 12 aspects found within the parameters of critical thinking.

Eulie, J. (1988, Nov/Dec). Teaching understanding and developing critical thinking. The Social Studies, 79(6), 260-265. Key strategies are presented to help students understand and develop critical thinking skills. Content is seen as the "what" of education while critical thinking is the "how".

Feely, T., Jr. (1976, August). Critical thinking: Toward a definition, a paradigm and research agenda. Theory and research in Social Education, 4(1), 1-19. Feely examines 3 major topics in his discussion of critical thinking: definition, paradigm, and research.

Haggard, M. R. (1988, February). Developing critical thinking with the directed reading-thinking activity. The Reading Teacher, 41, 526-533. Haggard provides a thorough review of the "Directed-Thinking Activity."

Haynes, T. B. and Schroeder, C. (1989, August). Activities to stimulate critical thinking. Vocational Education Journal, 64(5), 30-31. Activities to stimulate critical thinking in the educational areas of business, marketing, agriculture, home economics, industrial technology and health are given.

Hesse, D. (1989, Nov). Canon and critical thinking: An inductive thinking strategy. English Journal, 78(7), 16-22. Hesse offers classroom strategies to induce students to think critically about the concept of literature.

Jensen, S. (1987, Sept 18). Developing critical thinking and social awareness in the basic public speaking course. Paper presented at the Annual Meeting of the Speech and Theatre Association of Missouri, St. Louis, Missouri. Jensen proposes the basic public speaking and communication course as a classroom experience in which critical analytical thinking skills should and may be developed. He provides a possible curriculum by which these may be developed.

Johnson, W. D. and Johnson, R. T. (1988, May). Critical thinking through structured controversy. Educational Leadership, 45(8), 58-64. Johnson and Johnson claim that through controlled controversy and argumentation, students' critical thinking abilities may be developed. A model for using controversy in the classroom is provided.

Lipman, M. (1988, Sept). Critical thinking-What can it be? Educational Leadership, 46, 38-42. Lipman discusses critical thinking as it promotes judgement, "relies upon criteria, is self-correcting, and is sensitive to context."

McKee, S. J. (1988, Oct). Impediments to critical thinking. Social Education, 52, 444-446. Influences of institutional conditions as they relate and/or impede innovation in critical thinking instruction are analyzed.

Paul, R. (1989-90). 31 Principles of Critical Thinking. Handout from the Annual International Conference on Critical Thinking. Paul is the Director of the Institute for Critical Thinking and Moral Thinking, Sonoma, Rohnert Park, CA, 94928. He defines critical thinking as thinking for oneself. A critical education is seen to respect the student's autonomy. Basic principles of critical thinking, and their application to instruction are briefly explained. The proposed purpose of education in critical thinking is to help students move away from egocentricity and sociocentricity, toward increasingly critical thought.

Postman, N. (1985, Winter). Critical thinking in the electronic era. National Forum, 65(1), 4-8 & 17. Postman examines the irrelevance of traditional critical thinking education in light of today's changed media. He discusses the need to enable students to protect themselves from a society intent "upon amusing itself to death."

Reboy, L. M. (1989, May). Teaching critical thinking: Bringing the real world into the classroom. The Clearing House, 62, 411-413. Reboy highlights and explores a number of major controversies that tend to accompany instruction in critical thinking. Problems addressed are: definition, method, integration and implementation.

Rowland-Dunn, J. (1989, Sept). Making time for critical thinking skills. Instructor, 36-37. Targeted toward grades K-12, yet applicable to all levels of education, the article provides curriculum-related ideas and brain

teasers to stretch students' minds.

Sadler, W. A., Jr. & Whimbey, A. (1985, Nov). A holistic approach to improving thinking skills. Phi Delta Kappan, 67(3), 199-210. The authors maintain that teaching people to think requires a holistic approach, not an approach that breaks the skills into discrete units.

Sternberg, R. J. (1987, Summer). Think it through: Eight ways to fail at teaching critical thinking before you begin. School and Community, 73(4), 10-37. Sternberg asserts that many critical thinking skills programs fail, not because of what is done in the classroom, but because of what is done before the program reaches the classroom. He lists and explains eight obstructive fallacies.

Sternberg, R. J. (1985, Dec). Teaching critical thinking, part 2: Possible solutions. Phi Delta Kappan, 67(3), 277-291. Sternberg provides solutions for removing the inadequacies of current critical thinking teaching strategies. He maintains that the answer lies in adopting instructional materials that directly reflect the realities of thinking in everyday life.

Sternberg, R. J. (1985, Nov). Teaching critical thinking, part 1: Are we making critical mistakes? Phi Delta Kappan, 67(3), 199-210. Sternberg maintains that what is required for critical thinking in adulthood and what schools are doing to develop critical thinking have little in common. He highlights 10 ways in which current teaching is inadequate.

Thinking skills in the curriculum. (1984, Sept). Educational Leadership, 42(1), 3-88. The theme of this issue is "Teaching Thinking, for Thinking, About Thinking". Articles such as "Critical Thinking: Fundamental to Education for a Free Society" by R. W. Paul and "Critical Thinking is not Enough" by E. de Bono are included.

When teachers tackle teaching skills. (1984, Nov). Educational Leadership, 42(3), 3-72. This issue is devoted to "Learning About Thinking". The articles center around teachers' viewpoints.

Wilson, M. (1988, Oct). Critical thinking: Repackaging or revolution? Language Arts, 65(6), 543-551. Wilson raises questions that must be answered before we can be clear about where we want to go and how to get there in valuing and teaching critical thinking. She begins the "dialogue" she believes necessary to become critical thinkers about critical thinking.

BOOKS

Baron, J. B. and Sternberg, R. J. (Eds.). (1987). Teaching thinking skills: Theory and Practice. New York: W. H. Freeman and Company. This book contains twelve essays written by experts about the nature and instruction of thinking. Points of view represented are from the areas of philosophy, psychology, and education.

Beyer, B. K. (1988). Developing a thinking skills program. Boston: Allyn and Bacon, Inc. Beyer presents "a complete, practical plan for developing and implementing a systematic thinking skills program in any school." The plan is based on his own work with schools, research and development efforts.

Bransford, J. D. and Stein, B. S. (1984). The ideal problem solver: A guide for improving thinking, learning, and creativity. New York: W. H. Freeman and Company. The authors define the ideal problem solver as someone who is committed to improving their skills by paying attention to his or her processes and by learning from mistakes. Areas such as memory, criticism and communication are addressed.

Brookfield, S. D. (1988). Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting. San Francisco: Jossey-Bass Publishers. Brookfield explores critical thinking as one of the most significant activities of adult life. The book is written for adults living among complex and conflicting pressures, as well as for students within classrooms of higher education.

Browne, N. N. and Keeley, S. M. (1981). Asking the right questions: A guide to critical thinking. Englewood Cliffs, NJ: Prentice-Hall, Inc. This book outlines basic critical-reading and thinking skills in a concise and simple manner. The authors provide means by which widely applicable question-asking skills may be developed. Focus is given to the development of "critical readers."

Chaffee, J. (1988). Thinking critically (2nd ed.). Boston: Houghton Mifflin Company. Based on the creative and critical thinking program at Laguardia Community College, City University of New York, Thinking Critically puts into practice the theory that teaching critical thinking is accomplished through the synthesizing process of knitting critical thinking together with the fabric of students' past, present and future, daily and academic, experience. Development of critical thinking in four areas is highlighted: in listening, reading, speaking, and writing.

Costa, A. L. (Ed.). (1985). Developing minds: A resource for teaching thinking. Alexandria, VA: Association for Supervision and Curriculum Development. This book is the fulfillment of the request that ASCD publish a resource book that "could be of immediate practical value to educators and school systems seeking to develop more effective student thinking." It is intended as a curriculum for thinking, contents being authored by many experts within the field of thinking. Contributions have been subdivided into 10 Parts. A comprehensive and diverse list of references is given.

Ennis, R. H. (1985). Tests that could be called critical thinking tests. Developing minds: A resource for teaching thinking. Costa, A. L. (Ed.). Alexandria, VA: Association for Supervision and Curriculum Development. Ennis provides a list of tests qualifying as ones capable of testing for critical thinking ability. Brief abstracts of each test are also provided.

Ennis, R. H.; Millman, J.; and Tomko, T. N. (1985). Cornell critical thinking tests level x and level z-manual (3rd ed.). Pacific Grove, CA: Midwest Publications. This manual provides information concerning two general critical thinking tests: Level X aimed at grades 4-12, and Level Z aimed at advanced levels.

Grant, G. E. (1988). Teaching critical thinking. New York: Praeger. Methods by which secondary teachers develop students' ability to think critically are explored. The author extends the line of research that develops the idea that effectiveness in teaching critical thinking is to be viewed as "tentative, transient, and subject to change rather than fixed, objective, and unchanging." Four case studies are presented.

Halpren, D. F. (1984). Thought and knowledge: An introduction to critical thinking. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers. The purpose of the book is to "apply the research and theories of cognitive psychology to the development of critical thinking skills." It may be used as a guide to the complexities of the human mind as information processor, or as an introduction to cognitive psychology. Thinking skills are defined and illustrated through example.

Herrick, James A. (1991). Critical thinking: The analysis of arguments. Scottsdale, AZ: Gorsuch Scarisbrick Publishers. Herrick offers an introduction to critical thinking as it may be understood as the analysis and evaluation of everyday argument.

Hitchcock, D. (1983). Critical thinking: A guide to evaluating information. Toronto, New York: Methuen Publications. The text is designed to help students apply the standards of reason, consistency, and probability to the critical arguments and claims which bombard them daily. The procedure given by which students may develop the ability to assess critically involves seven steps (known as the OMSITOG Approach): overview, meaning, structure, inferences, truth, other, grade.

Kurfiss, J. G. (Ed.). (1988). Critical thinking: Theory, research, practice, and possibilities. ASHE-ERIC Higher Education Report No. 2. Washington, D. C.: Association of the Study for Higher Education. This report provides a summary of research and practice as a point of departure from which to strengthen critical thinking and in higher education.

Link, F. R. (Ed.). (1985). Essays on the intellect. Alexandria, VA: Association for Supervision and Curriculum

Development. Link invites leading scholars and researchers to share their perspectives on and findings about about developing students as effective thinkers.

Marzano. R. J.; Brandt, R. S.; Hughes, C. S.; Jones, B. F.; Presseisen, B.; Rankin, S. C. and Suhor, C. (1988). Dimensions of thinking: A framework for curriculum and instruction. Alexandria, VA: Association for Supervision and Curriculum Development. The authors present a framework intended to be a basis for curriculum and staff development as practitioners "teach thinking." Research from several sources such as philosophy and cognitive psychology is given thorough review. A comprehensive and diverse list of references is provided.

Marzano, R. J. and Hutchins, C. L. (1985). Thinking skills: A conceptual framework. Aurora, CO; Kansas City, MO: Mid-continent Regional Educational Laboratory. Marzano and Hutchins introduce a new critical thinking, learning and teaching model. The proposed model treats the elements of content, thinking, reasoning, and learning-to-learn as interactive. The authors provide a synthesis of recent research around the three elements.

McPeck, J. E. (1990). Teaching critical thinking: Dialogue and dialectic. New York: Routledge, Chapman and Hall, Inc. The author addresses fundamental questions about critical thinking which largely are overlooked in current published discussion. The text is designed to broaden perspectives about critical thinking texts which promise to teach you how to.

McPeck, J. E. (1981). Critical thinking and education. New York: St. Martin's Press. McPeck seeks to clarify the concept of critical thinking, while also outlining curriculum implications inherent in its teaching. He explores what critical thinking is and is not, thereby making possible intelligible agreement and disagreement about it as a valuable and/or teachable concept.

Meehan, E. J. (1988). The thinking game: A guide to effective study. Chatham, NJ: Chatham House Publishers, Inc. Meehan provides a framework by which the uses and limitations of knowledge may be learned. Critical apparatus for assessing and critiquing knowledge is provided. This apparatus is known as a "metalanguage" or "coaching language."

Meyers, C. (1987). Teaching students to think critically. San Francisco: Jossey-Bass Publishers. The author's objective is to provide a book that bridges the gap between theory and practice in the teaching of critical thinking. The book is organized into three parts: "Understanding Critical Thinking," "Steps in Teaching Critical Thinking", and "Building Commitment to Critical Thinking in College."

Miles, C. and Rauton, J. (1985). Thinking tools: Academic, personal and career applications. Clearwater, FL: H & H Publishing Company, Inc. This text is designed to enable students to become conscious of their own personal thinking skills, to practice and expand them, and to gain confidence as effective thinkers. Over eighty exercises are provided.

Moore, W. E.; McCann, H. and McCann, J. (1985). Creative and critical thinking (2nd ed.). Boston: Houghton Mifflin Company. Creative and Critical Thinking is designed for courses whose primary goal is to teach undergraduate level students how to solve problems using practical reasoning and applied logic.

Nickerson, R. S. (1986). Reflections on reasoning. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers. Adapted from a report prepared by the National Institute of Education, this text was written to challenge others to reflect carefully upon what it means to reason effectively. Areas addressed are reasoning perspectives, beliefs, assertions, arguments, stratagems, and common fallacies.

Pauker, R. A. (Ed.). (1987). Teaching thinking and reasoning skills: Problems and solutions. St. Arlington, VA: American Association of School Administrators Critical Issues Report. The basis of this report is how the nation's school administrators are confronting the challenges in presenting students of all ages with adequate thinking and reasoning experiences.

Paul, R.; Binker, A. J. A.; Martin, D. and Adamson, K. (1989). Critical thinking handbook: High school: A guide for redesigning instruction. Rohnert Park, CA: Center for Critical and Moral Critique. This handbook has one main objective: to demonstrate the possibility and practicality of integrating critical thinking instruction into the teaching of all subjects. Paul has also authored handbooks for K-3, 4th-6th, and 6th-9th grades.

Presseisen, B. Z. (1987). Thinking skills throughout the curriculum: A conceptual design. Bloomington, IN: Lambda Theta, Inc. This book focuses on the concept of the development of sophisticated, autonomous thinkers in kindergarten through grade 12.

Presseisen, B. Z. (1986). Critical thinking and thinking skills: State of the art definition and practice in public shools. Philadelphia, PN: RBS. Presseisen's major focus is to find out why there is renewed interest in critical thinking. Also examined are major points of emphasis and significant change within the teaching of critical thinking.

Presseisen, B. Z. (1986). Thinking skills research and practice. Washington, D. C.: National Association of the United States. Pressesien provides an historical perspective about thinking skills as well as a comprehensive overview of research on thinking. This work is part of the series "What Research Says to Teachers."

Resnick, L. B. and Klopfer, L. E. (Eds.). (1989). Toward the thinking curriculum: Current cognitive research. Association for Supervision and Curriculum Development. This yearbook combines "the two major trends/concerns impacting the future of education development for the next decade: knowledge and thinking. Rather than polarize these two educational necessities, it integrates them". Many questions associated with the 21st century are addressed.

Ruggiero, V. R. (1988). The art of thinking: A guide to critical and creative thought (2nd ed.). New York: Harper and Row, Publishers. Ruggiero develops this text around four premises: the emphasis in a textbook should (1) be more on what to do than on what to avoid doing, (2) introduce students to the principles and techniques of creative thinking, (3) should teach students how to critique their own and others' ideas, and (4) teach students how to persuade. Four areas are explored: awareness, creativity, criticism, and communication.

*NOTE: Citations followed by ED numbers are educational documents announced in Resources in Education (RIE) the ERIC monthly abstract journal. Documents are available on microfiche in libraries housing ERIC collections or they can be purchased in microfiche or reproduced copy. For ordering information check the latest issue of RIE. EJ numbers identify articles indexed in the ERIC index, Current Index to Journals in Education.